SUBSTANCE USE PREVENTION IN THE Classroom

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For more than 50 years, the Alberta Alcohol and Drug Abuse Commission (AADAC) has supported Albertans in building capacity to overcome substance use and gambling problems. Programs for children and youth are an essential component of AADAC's integrated system of addictions services. AADAC works in collaboration with schools to deliver specialized services that reflect the needs of the community and the experience of children and youth. Together, Alberta schools and AADAC can help students discover and extend their own capabilities, as well as develop supportive relationships and healthy environments.

Supporting best practice in addictions prevention and early intervention requires programs to be

- based on accurate information
- comprehensive and of sufficient duration
- delivered at a time when the content is relevant to students
- timed to anticipate important transitions such as entering Grade 7 or graduating
- focused on the strengths and skills of people
- designed to teach and give opportunities for practising life skills

A multi-layered approach is necessary to plan effective prevention and early intervention programs. This type of approach includes a range of elements:

IN-CLASS LEARNING ACTIVITIES that are grade-appropriate and aligned with the Alberta Education Program of Studies

OUT-OF-CLASS LEARNING ACTIVITIES that enhance the overall school environment and promote resilience

ROLE MODELS AND MENTORS who offer students their time, support and experience to build on personal strengths and learning opportunities

INFORMATION that helps parents and teachers to understand their role in addictions prevention

CONSULTATION with addictions specialists to facilitate the development of policies and practices that deal with students at risk of developing substance use or gambling problems

DEMONSTRATION PROJECTS that are examples of exceptional approaches to prevention, early intervention and harm reduction for children and youth

INFORMATION AND AWARENESS PROGRAMS that reach students, parents and teachers and increase their understanding of important issues

WEB-BASED INFORMATION that is relevant, comprehensive and readable and includes interactive content for students, parents and teachers

TREATMENT SUPPORT from addictions specialists that includes referral to smoking cessation programs and addictions counselling

Teachers, students, and the AADAC staff who work with them can use these elements to build a comprehensive school-based prevention strategy.

Substance Use Prevention in the Classroom **is intended to provide teachers with a framework to develop common goals and implement consistent school-based addictions services in conjunction with the AADAC staff who work in Alberta schools. This increases the number of youth being reached and achieves greater benefits for Alberta students.**

Addictions agencies such as AADAC, along with teachers and school communities, have an important role to play in supporting substance use prevention for students. To support this collaborative approach to substance use prevention, AADAC has developed student outcomes from kindergarten to Grade 12 that link directly to Alberta Education's Program of Studies for Health and Life Skills, and Career and Life Management.

Substance Use Prevention in the Classroom lists AADAC's outcomes for each grade level. It also includes the specific outcomes from Alberta Education's Program of Studies that apply to substance use and gambling prevention. The AADAC learning outcomes parallel Alberta Education specific outcomes: students develop knowledge and skill about substance use over time, just as they develop math or language skills from kindergarten through Grade 12. To support this continuous learning, AADAC has identified grade-appropriate learning outcomes.

AADAC's outcomes provide guidelines for teachers about information and effective strategies for preventing problems with alcohol, tobacco, other drugs and gambling.

AADAC has developed a variety of resources for students that are grade-specific and aligned with the curriculum. These resources provide accurate information, help students develop life skills and emphasize healthy lifestyle choices. Teacher lesson plans are flexible and can be adapted to meet the needs of the teacher and students. Other AADAC resources include

- posters and videos
- facts on alcohol, tobacco, other drugs and gambling
- current statistics
- research reports
- information for parents
- information on how to get help

AADAC resources are free of charge to Albertans and many of them are available online. For more information, contact your local AADAC office, call 1-866-33AADAC or visit our website aadac.com

GRADE K-3

AADAC LEARNING OUTCOMES	SKILLS AND STRATEGIES Help students develop skills to avoid problems with alcohol, tobacco, other drugs and gambling and commit to a healthy lifestyle.
Safety	• Understand the proper use of medication and household products • Know the effects of drugs on the body • Describe actions to take in unsafe situations related to substance use • Know to dial 911 in emergencies
Healthy alternatives and choices	• Understand healthy and unhealthy behaviour • Know the benefits of making healthy choices • Identify healthy activities • Determine ways of coping with sickness other than using medicine • Develop a plan to deal with pressure to gamble and to use alcohol, tobacco and other drugs • Make personal short- and long-term goals
Building resilience	• Recognize the importance of attitudes and behaviour and how these influence the feelings of others • Understand positive and negative feelings and appropriate ways to express oneself • Recognize personal strengths and work for positive life outcomes • Develop appropriate problem-solving skills • Gain the ability to communicate with others in a positive manner • Distinguish qualities of caring friends • Identify supportive adults • Determine ways to surround oneself with supportive adults and caring friends
Understanding addictions	• Recognize that non-use is the norm • Be aware of the impact of substance use on the family • Know about community resources and how to access support

TO ACCESS RESOURCES THAT SUPPORT THESE LEARNING OUTCOMES, CONTACT YOUR LOCAL AADAC OFFICE, CALL 1-866-33AADAC OR VISIT OUR WEBSITE AADAC.COM

Alberta Education Specific Outcomes

Kindergarten

W-K.6 recognize that some household substances may be harmful; e.g., medication, household products

W-K.8 identify safety symbols; e.g., Block Parents, hazardous goods symbols

W-K.9 describe and observe safety rules in the home and the school; e.g., bathroom, kitchen, stairs, playground

L-K.3 develop an awareness of situations where decisions are made

Grade 1

W-1.6 determine safe and responsible use of various household/garage substances

W-1.7 describe actions to use in unsafe or abusive situations; e.g., say no, get away, tell someone you trust and keep telling until someone believes you

W-1.8 determine reasons for and apply safety rules at home and at school; e.g., demonstrate fire safety behaviours

L-1.3 identify steps of a decision-making process for an age-appropriate issue

L-1.4 define a goal, and recognize that setting goals helps accomplish tasks

Grade 2

W-2.2 examine the need for positive health habits; e.g., adequate sleep, sun protection

W-2.6 determine safe and responsible use of medications

W-2.7 identify and develop plans to use when dealing with pressure to engage in behaviour that is uncomfortable or inappropriate; e.g., handle such pressures as threats, bribes, exclusions

W-2.10 identify members of personal safety support networks and how to access assistance; e.g., family members, teachers, Block Parents, police, clergy, neighbours

L-2.3 apply the decision-making process for age-appropriate issues

L-2.4 recognize that it takes time and effort to accomplish goals

Grade 3

W-3.2 improve and practise positive health habits; e.g., lifting and carrying book bags/backpacks, maintaining good posture

W-3.6 describe the importance of decision-making and refusal skills when offered inappropriate substances; e.g., drugs, tobacco, allergens

W-3.8 employ practices that provide safety for self and others; e.g., describe strategies for safely preparing and storing food

L-3.3 generate alternative solutions to a problem, and predict consequences of solutions; e.g., how they could affect physical, emotional, social well-being

L-3.4 identify the steps of the goal-setting process, and apply these components to short-term personal goals

L-3.5 examine personal skills and assets; e.g., physical, verbal, intellectual

GRADE 4–6

AADAC LEARNING OUTCOMES	SKILLS AND STRATEGIES Help students develop skills to avoid problems with alcohol, tobacco, other drugs and gambling and commit to a healthy lifestyle.
Safety	• Identify unsafe situations involving alcohol, tobacco, other drugs and gambling • Know the health risks of using tobacco products and the environmental hazards of second-hand smoke • Promote safety and healthy activities in the school
Healthy alternatives and choices	• Predict consequences of actions taken in situations involving alcohol, tobacco, other drugs and gambling • Make connections between unhealthy choices and negative consequences • Identify activities that promote health and participate in activities that support a healthy lifestyle • Recognize media strategies that promote alternatives to alcohol, tobacco, other drugs and gambling • Consider factors that influence body image and self-esteem • Examine the effects of peer behaviour and influence on oneself • Identify personal attitudes about alcohol, tobacco, other drugs and gambling • Create personal goals about gambling and use of alcohol, tobacco and other drugs • Consider strategies to avoid becoming a tobacco user • Use effective decision-making strategies • Use refusal skills when pressured to engage in substance use
Building resilience	• Develop skills to manage stress, such as relaxation techniques • Identify personal interests, talents and strengths that support alcohol, tobacco, other drug and gambling prevention • Recognize the influence of life experiences and relationships • Know who positive role models are • Define positive and negative qualities in people and understand how these influence others
Understanding addictions	• Understand community resources that increase health and wellbeing • Recognize that non-use is the norm • Be aware of the impact of substance use on the family

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Alberta Education Specific Outcomes

Grade 4

W-4.2 examine the impact of environmental factors on personal health, and develop positive environmental health habits; e.g., exposure to the sun, second-hand smoke, noise, extreme cold/heat

W-4.6 examine and evaluate the health risks associated with smoking and various forms of tobacco

W-4.8 expand practices that provide safety for self and others; e.g., develop guidelines for safe use of technology/chat lines

R-4.1 recognize that individuals can have a positive and negative influence on the feelings of others

R-4.3 recognize that management of positive/negative stress can affect health

L-4.3 demonstrate effective decision making, focusing on careful information gathering; e.g., evaluating information, taking action and evaluating results

L-4.4 distinguish among, and set, different kinds of goals; e.g., short-term and long-term personal goals

Grade 5

W-5.6 examine and evaluate the impact of caffeine, alcohol and drugs on personal health/well-being; e.g., physical, emotional, social

W-5.8 promote safety practices in the school and community

R-5.1 recognize that presenting feelings may mask underlying feelings; e.g., anger can mask frustration, hurt

R-5.3 recognize that stressors affect individuals differently, and outline ways individuals respond to stress

L-5.2 affirm personal skill development; e.g., identify and analyze changes in personal interests, strengths and skills

L-5.3 investigate the effectiveness of various decision-making strategies; e.g., decision by default, impulsive decision making, delayed decision making

L-5.4 analyze factors that affect the planning and attaining of goals; e.g., personal commitment, habits

Grade 6

W-6.4 examine how healthy habits/behaviours influence body image and feelings of self-worth

W-6.7 identify and communicate values and beliefs that affect healthy choices

W-6.8 analyze how laws, regulations and rules contribute to health and safety practices

W-6.9 evaluate the impact of personal behaviour on the safety of self and others

R-6.1 recognize that individuals can choose their own emotional reactions to events and thoughts

R-6.3 develop personal strategies for dealing with stress/change; e.g., using humour, relaxation, physical activity

L-6.2 identify personal skills, and skill areas, for development in the future

L-6.3 analyze influences on decision making; e.g., family, peers, values, cultural beliefs, quality of information gathered

L-6.4 identify and develop strategies to overcome possible challenges related to goal fulfillment; e.g., self-monitoring strategies, backup plans

L-6.6 analyze and apply effective age-appropriate strategies to manage change; e.g., predict, plan and prepare for transition to next school level

AADAC LEARNING OUTCOMES	SKILLS AND STRATEGIES Help students develop skills to avoid problems with alcohol, tobacco, other drugs and gambling and commit to a healthy lifestyle.
Safety	• Understand how to recognize an alcohol/drug emergency and call for emergency support • Know the dangers of impaired driving • Be aware of the dangers of binge drinking • Understand the danger of poly drug use • Understand rules in society prohibit substance use in several situations
Healthy alternatives and choices	• Examine own risk-taking behaviours and how to avoid risky situations • Identify possible triggers for use • Identify positive and negative consequences to using drugs, alcohol and gambling • Evaluate use in self and others • Understand the effects of use on major life areas • Critically analyze media influence and messages • Increase awareness of peers, family and media as influences on personal decision making • Assess drug and gambling information • Identify personal goals • Practise and build refusal skills • Make a personal commitment to not using • Identify personal values and how use fits with personal values
Building resilience	• Recognize and participate in leisure and recreational opportunities • Engage in activities that promote health and avoid use • Recognize and participate in personal strategies to manage stress, change and emotions • Understand the concept of personal resiliency • Identify stress management skills • Identify positive friendships, role models and personal support systems • Build a broad base of positive and supportive relationships • Commit to healthy supportive relationships with family and friends, including positive peer leadership

AADAC LEARNING OUTCOMES	SKILLS AND STRATEGIES Help students develop skills to avoid problems with alcohol, tobacco, other drugs and gambling and commit to a healthy lifestyle.
Understanding addictions	• Recognize that non-use is the norm • Be aware of accurate facts and rates of use related to youth • Know that addiction is a process • Understand tolerance, dependence and withdrawal as possible consequences of use • Understand the complexity of substance use within families • Know where to access support if required

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Alberta Education Specific Outcomes

Grade 7

W-7.4 analyze the messages and approaches used by the media to promote certain body images and lifestyle choices

W-7.6 analyze social factors that may influence avoidance and/or use of particular substances

W-7.10 identify and examine potential sources of physical/emotional/social support

W-7.11 identify characteristics of resiliency; e.g., problem-solving skills, positive self-esteem, social bonding

R-7.2 analyze the need for short-term and long-term support for emotional concerns; e.g., family, friends, schools, professionals

R-7.8 analyze the potential effects of belonging to a group, team, gang

L-7.3 differentiate between choice and coercion in decision making for self and others; e.g., demonstrate a willingness to accept "no" from others

L-7.4 revise short-term and long-term goals and priorities based on knowledge of interests, aptitudes and skills; e.g., personal, social, leisure, family, community

L-7.6 examine factors that may influence future life role/education/career plans; e.g., technology, role models

L-7.7 determine and use knowledge and skills of the class to promote school and community health

L-7.8 apply effective group skills to design and implement a school/community health enhancement plan; e.g., plant trees in playgrounds to provide future shade

Grade 8

W-8.1 examine the relationship between choices and resulting consequences; e.g., how choosing to smoke affects how one looks, feels and performs

W-8.4 develop personal strategies to deal with pressures to have a certain look/lifestyle; e.g., accept individual look

W-8.6 analyze possible negative consequences of substance use and abuse; e.g., fetal alcohol syndrome, drinking and driving

W-8.10 develop strategies to effectively access health information and health services in the community; e.g., health hot line, family doctor, public health unit

W-8.11 identify and develop personal resiliency skills; e.g., planning skills, social competence

R-8.3 evaluate the relationship between risk management and stress management; e.g., managing risks effectively reduces stress, managing stress can reduce impulsive behaviours

R-8.8 describe and explain the positive and negative aspects of conformity and dissent as they relate to individuals in a group or on a team

L-8.3 identify components of ethical decision making, and apply these concepts to personal decision making

L-8.4 begin to develop goals and priorities related to learning and future career paths, based on personal interests, aptitudes and skills

Alberta Education Specific Outcomes

Grade 9

W-9.1 use knowledge of a healthy, active lifestyle to promote and encourage family/peer/community involvement

W-9.6 analyze addictions; e.g., stages, kinds, and resources available to treat addictions

W-9.8 develop strategies to promote harm reduction/risk management; e.g., differentiate between choosing personal challenges or acting impulsively, encourage others to evaluate risks

W-9.9 analyze and evaluate laws and policies that promote personal, community and workplace safety; e.g., driving, boating, employment standards

W-9.10 assess the quality and reliability of health information provided by different sources; e.g., on the Internet

W-9.11 use personal resiliency skills; e.g., seek out appropriate mentors, have a sense of purpose, have clear standards for personal behaviour

W-9.13 identify and describe the responsibilities and resources associated with pregnancy and parenting (parents reserve the right to exempt their children from this instruction)

W-9.14 develop strategies that address factors to prevent or reduce sexual risk; e.g., abstain from drugs and alcohol, date in groups, use assertive behaviour (parents reserve the right to exempt their children from this instruction)

R-9.1 identify appropriate strategies to foster positive feelings/attitudes

R-9.3 analyze, evaluate and refine personal strategies for managing stress/crises

R-9.8 analyze skills required to maintain individuality within a group; e.g., self-respect, assertiveness, refusal skills

L-9.3 use decision-making skills to select appropriate risk-taking activities for personal growth and empowerment; e.g., increasing freedom means increased responsibility for consequences of choices

L-9.6 develop strategies to deal with transitional experiences; e.g., create a learning plan for transition to senior high school, keeping future career plans in mind

GRADE 10–12

AADAC LEARNING OUTCOMES	SKILLS AND STRATEGIES Help students develop skills to avoid problems with alcohol, tobacco, other drugs and gambling and commit to a healthy lifestyle.
Safety	• Understand the potential danger in using alcohol and other drugs and how to recognize an emergency and call for help • Be aware of the dangers of impaired driving • Understand that rules in society prohibit substance use • Recognize the dangers of binge drinking
Healthy alternatives and choices	• Recognize and participate in leisure and recreational opportunities drug free • Learn the difference between healthy and unhealthy risk taking • Explore examples of personal change and life transitions and how that effects personal behaviour and choice • Understand effective responses to substance use-related problems in self and others • Identify personal goals for the next five years • Practise refusal skills and identify high risk situations • Recognize the impact of substance use on goal achievement • Explore personal opinions and values related to substance use • Recognize strategies to prevent alcohol-related problems • Recognize steps involved in tobacco cessation • Develop a plan to help a person quit tobacco use
Building resilience	• Review the concept of resiliency and identify personal resilient characteristics • Identify protective and risk factors • Commit to a healthy lifestyle and support the choices of others • Make a commitment to be a positive role model • Engage in community service opportunities • Understand personal actions that support healthy personal growth
Understanding addictions	• Receive accurate information regarding the norms of non-use by teens and adults • Understand the complexity of substance use within families • Understand the continuum of use • Recognize the stages and process of addiction • Understand nicotine and physical and psychological dependence • Know where to go for support • Increase awareness of resources that promote health and well-being

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Alberta Education Specific Outcomes

Grade 10-12

P-1 analyze the dimensions of health and their interrelatedness, the impact of the determinants of health, and the dynamic nature of balance in life

P-2 evaluate choices and combinations of choices that can create barriers to achieving and maintaining health, and identify actions to improve health

P-4 develop approaches/tactics for creative problem solving and decision making

P-6 determine practices and behaviours that contribute to optimal physical well-being

P-7 analyze a variety of strategies to achieve and enhance emotional and spiritual well-being

P-8 develop and assess strategies for anticipating, identifying, managing and embracing change

P-13 investigate how science, technology and media affect health

P-14 evaluate resources and support systems for each dimension of health and well-being for self and others

R-2 compare needs, wants and consequences, with consideration of self, others and society

C-3 examine the relationship among career planning, career decisions and lifestyles

AADAC

ALBERTA ALCOHOL AND
DRUG ABUSE COMMISSION

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